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ABSTRACT

The statutory responsibilities of the community colleges, as reflected in Connecticut General Statutes 10a-80, are: (1) to provide programs of occupational, vocational, technical, and career education designed to provide training for immediate employment, job training, or upgrading of skills to meet individual, community, and statewide work needs; (2) to provide general programs including, but not limited to, remediation, general and adult and continuing education designed to meet student goals; (3) to provide liberal arts and sciences and career programs for college transfer; (4) to provide community services and continuing education to respond to workforce needs or to address career, personal, instructional, cultural, and public interests; and (5) to provide student support services including, but not limited to, admissions, counseling, testing, placement, individualized instruction, and efforts to serve students with special needs. This paper provides demographic and financial information on Connecticut's 36-year-old system of 12 community and technical colleges, detailing improvements and achievements in several areas: academic and student affairs, instructional technology, communication, data and information management, facilities planning, human resources, and partnerships. (NB)

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M. A. Cox

Board of Trustees of Community-Technical Colleges 2000-2001

At a Glance:

MARC S. HERZOG, *Chancellor*
***Established:* 1965**
***Statutory authority:* CGS 10a-71 through 10a-80**
***System office:* 61 Woodland Street, Hartford, CT 06105**

Approximate number of full-time employees	**2,200**
Average number of credit students	**39,820**
Recurring operating expenditures (in thousands of dollars)	
General Fund*	**$113,390**
CTC Operating Fund	**$ 78,572**
Grants	**$ 28,690**
Capital Outlay	**$ 6,649**

*** excluding fringe benefits**

***Structure:* a system of 12 colleges managed by an appointed Board of Trustees responsible for the system's growth and development, and whose operations are coordinated by the Chancellor's Office.**

Mission and Statutory Responsibility

The statutory responsibility of the community colleges, as reflected in Connecticut General Statutes 10a-80, is (1) to provide programs of occupational, vocational, technical and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and state workforce needs; (2) to provide general programs including, but not limited to, remediation, general and adult and continuing education designed to meet individual student goals; (3) to provide liberal arts and sciences and career programs for college transfer; (4) to provide community services and continuing education to respond to workforce needs or to address career, personal, instructional, cultural and public interests; (5) to provide student support services including, but not limited to, admissions, counseling, testing, placement, individualized instruction and efforts to serve students with special needs.

Public Service

In the 2000-2001 academic year, Connecticut's community colleges completed their thirty-sixth year as public two-year colleges. The system served again as the largest unit of higher education in the state, enrolling 48.2 percent of all undergraduates in public higher education. Fall 2000 headcount enrollment in credit courses totaled 40,825, a 1.9 percent increase from fall 1999. Of these, 73.3 percent attended part-time, and 26.7 percent attended full-time.

The Connecticut Community College student in 2000-2001 was 30 years of age on average; with full-time students at an average of 22 years, part-time students 33 years, and 40.7 percent of the students in the system age 30 or older. Women comprised 60.4 percent of the student population; minority enrollments represented 27.1 percent, with African-Americans and Hispanics constituting 23.7 percent. Students enrolled in occupational programs represented 41.6 percent of enrollment, and 27.5 percent pursued Liberal Arts and Sciences and General Studies programs. The remaining students were enrolled in non-degree courses that expand the student's knowledge base while improving literacy, communication, and workforce skills.

In accordance with the open door policy, students may enter community colleges and pursue their learning experiences at appropriate and realistic levels; certain specialized programs

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have additional entrance requirements reflecting the need for prior preparation. Primarily teaching institutions, the community colleges provide lifelong access to educational opportunities.

Improvements/Achievements, 2000-2001

Academic and Student Affairs

- In response to changing employment and workforce trends and related educational needs, the Board of Trustees approved 16 new degree programs, 26 new certificate programs, 17 new options to existing programs, and 21 modifications to programs of all types. The Board also terminated five associate degree programs, one associate degree option, and two certificate programs. Of special note: seven of the new programs mentioned above are available online, part of the system's distance learning initiative intended to expand access to higher education for the citizens of Connecticut.
- As a member of the Connecticut Distance Learning Consortium, the system colleges have authored more than 159 courses for distance delivery through the Consortium. Enrollment for these courses totaled 1,281 in spring 2001, the largest number served by any Consortium member.
- Another major expansion of access to higher education is the Access to Opportunity program piloted at three system colleges in 2000-01. Targeted at high risk students in high school or in the community, the Access programs provide special academic and counseling support to encourage these students to continue in higher education. Notable success was achieved by Quinebaug Valley, Tunxis and Norwalk Community Colleges who reported significant improvements in student success and retention in each of their Access programs. The program will now be expanded to another three colleges (Manchester, Capital, and Naugatuck Valley) with special funding from the General Assembly for the coming two years.
- A common course number system, approved by the Board of Trustees, will be in place in fall 2002 with the expectation of improved transfer opportunities for students, not only among the community colleges, but also to the University of Connecticut, the Connecticut State University system, and independent colleges.
- The College of Technology, a pathway curriculum connecting the community colleges, the Connecticut State University, the University of Connecticut and several private college engineering and technology program, in partnership with several Connecticut telecommunication companies and a national Cabling Business Institute, established an Integrator Technician Training Program pilot at Tunxis CC. The initiative led to the development and passage of legislation establishing a "layout technician" license to identify training requirements and has been expanded to include Asnuntuck, Middlesex, and Capital Community Colleges.
- The College of Technology joined with Vocational-Technical High Schools to develop an Integrator Technician Program that will be implemented in fall 2001 at seven of the seventeen vocational-technical high schools to offer a component of the Integrator Technician Program for college credit though a Tech-Prep agreement with the College of Technology. Community college faculty trained 12 voc-tech high school teachers on the Integrator Technician curriculum during a two-week summer workshop.

Instructional Technology

- To meet the technology training needs of faculty and staff, the PC Core Competency Training Program provided on-going technology training in the major PC office applications and in Internet and Web technology, expanding to include training, delivered at the system colleges, in data integration from the system's Oracle data base system, Banner, into office applications such as Word, Excel, and Access.

- A two-year, $300,000 Advanced Technology Education (ATE) grant will support the development of technical courses in telecommunications and manufacturing within college programs. Community college faculty will work with four-year college faculty and business and industry representatives to develop cutting-edge technology curriculum as part of the 2 + 2 Pathway Program, integrating high school and community college study. The 1999-2000 ATE grant-funded faculty externship program, where faculty worked at high technology companies, will be expanded to include both additional faculty and high technology businesses and industries.
- The community colleges have entered into a partnership with Connecticut Public Television, the Connecticut Public Affairs Network, and the New England Cable Television Association to provide televised coverage of legislative, executive, and judicial hearings and events.
- Community College Instructional Television, formerly CCIT and now CPTV 2, completed its nineteenth year of providing instructional and informational programming to more than 700,000 homes.

Communication

- Market research projects completed in 1999 resulted in findings that called for increased visibility for and clarity about the programs and services offered by the state's twelve community colleges. The overall presentation of system communications is based on these findings related to understanding the needs of learners through integrated marketing communications, strengthened retention efforts, and the use of information technology tc support communication objectives.
- Following action of the Board of Trustees in fall 1999 adopting the national model for naming comprehensive colleges with both technical and liberal arts programs, a new system logo and graphic identity package were developed to build understanding and awareness of the advantages offered by the community college "brand" of education. A new graphic standards manual and purchasing policies were adopted as guidelines for the development of collateral publications and advertising campaigns produced by the college system.
- Throughout 2000-2001, communications and publications have been developed or refined with the intent of realizing improved results and clarity through collaborative planning and integration of communications efforts. Further market research, using the 1998-99 studies as benchmarks, following the full implementation of the standards and integrated communications strategies, will seek to evaluate and further refine communications efforts to ensure that they meet the public's need for accurate, timely and clear communications about the range of programs and services available through Connecticut's Community Colleges. As a key resource in Connecticut's efforts to ensure a skilled and competitive workforce, the Connecticut Community Colleges have a responsibility to both expand and effectively promote the opportunities offered by two-year higher education.

Data and Information Management

Information technology is a critical strategic resource of the system, supporting the information needs of students, faculty and staff. The system is developing a communications infrastructure to accommodate existing needs and provide for integrated voice, video, and data transmission. The system saw the following accomplishments during the 2000 –2001 year:

- Further implementation and upgrades to the Banner management information system, including the following modules: student/academic, fiscal, human resources, and financial aid.
- Web access for online registration with credit card payment for students improved service.
- A new integrated library system (Endeavor Voyager) and participation in the state's digital library project expanded access to on-line information and library resources for college faculty, staff, and students throughout the system.

- Wide area network (WAN) reliability and service levels were improved with infrastructure upgrades to ATM.
- Enhanced network and system security for Internet Services and E-Commerce applications.
- Implementation of a new e-mail and groupware system enhanced system collaboration.

Facilities Planning

The system completed its fourth year of implementation of the Governor's "Community College 2000" five-year, $320 million capital improvement plan to upgrade, modernize, and improve the state's community colleges through campus development, expansion, consolidation, renovations, and improvements. Additional funding has been made available for a capital infrastructure investment to address code compliance, ADA, and deferred maintenance projects. System funding authorizations for capital equipment and technology are also included in the plan. During FY2001 the system accomplished or began the following projects:

- The new downtown campus for Capital CC realized major advances in the completion of the project's design phase and site preparation for construction with occupancy anticipated in fall 2002.
- Manchester CC celebrated the opening of its new award-winning Learning Resources Center and moved forward with Phase II of its campus development plan that includes the construction of a new science, technology, and fine arts complex.
- A generous private donation of one million dollars to Naugatuck Valley CC is part of the funding dedicated to the renovation of the college's Main Stage Auditorium. Upon completion of the project, the Main Stage will serve as the permanent home of the Waterbury Symphony Orchestra.
- A state of the art technology building to be constructed at Naugatuck Valley CC has been advanced by the selection of an architect for project design.
- Northwestern Connecticut has been involved in major improvement projects to several campus facilities including renovations at two historic buildings and completion of the design for its new learning resource center and renovations to Founders Hall. In addition, a new science building and an addition to the college's Greenwoods Hall have been advanced by the selection of an architect for these projects.
- A new technology center at Norwalk CC will enhance the college's status as a key provider of information technology education in southwestern Connecticut. With design completed, construction is anticipated to begin in fall 2001
- Master Plans at Housatonic, Gateway and Tunxis Community Colleges have been completed and will guide the future growth and development of the colleges.
- Gateway CC is in the planning stages for consolidation of the college's two campuses with preparatory projects completed including the upgrading of faculty offices at the Long Wharf campus.
- Three Rivers CC continued efforts directed at consolidating its two campuses at one site to serve southeastern Connecticut. An economic impact study and site studies for three potential sites provided extensive data comparing the costs and benefits offered by existing facilities and sites with those of other state-owned property. The Board of Trustees' goal to develop a single, full-service campus for the students of Three Rivers appears to be coming to fruition after numerous delays.
- Classroom space conversion to provide enhanced access to instructional technology and ADA-compliance projects have been underway at Quinebaug Valley CC.
- Administrative and student services offices have been renovated along with roof and fascia repair for the facilities at Tunxis CC.
- A joint effort with the Department of Transportation has resulted in improvements to traffic flow and safety for the entrance and driveways at Asnuntuck CC.

- An upgraded parking lot at Middlesex Community College will provide new lights, walkways and improved handicapped access.

Labor Relations - Human Resources

- The Board negotiated a one-year agreement on economics with a coalition of its three professional employee unions, with an agreement to continue to bargain over a five-month period concerning a limited number of language items. Paramount among these are efforts to harmonize promotion, tenure and sabbatical leave processes for faculty and staff who, since the merger of the Community and Technical College Systems, continue to be represented by different unions and work under different terms and conditions of employment.
- As a result of a labor-management initiative, a common evaluation form was developed for the evaluation of professional employees serving in administrative positions. This follows the development of a new faculty evaluation process and a new evaluation process for management employees that were highlighted in this report last year.
- The system made great progress in revising system wide job descriptions. Some 70 new job descriptions replace approximately 300 job titles. It is expected that the new job descriptions will be in place by the end of the year.
- In a continuing effort to use electronic tools and processes to streamline work, HR staff implemented a process that automates the production of part-time lecturer contracts, saving colleges hundreds of hours of manual effort. In addition, a major upgrade of the Banner HR software was achieved, including the development of detailed documentation and training.

Partnerships with State Agencies and with Business and Industry

- More than 250 companies were referred to the colleges for training or related services through the Department of Labor's Customized Job Training Program (CJT).
- The colleges designed, developed, and delivered a customized certification program through an annual contract for the Department of Mental Retardation (DMR) to certify the Department's 1,500 non-professional group home staff. Medication Administration Certification courses are also provided for DMR's workers in state and private group homes.
- Through the In-Service Training Program, a partnership with the Department of Administrative Services, the System reserved approximately 6,000 training seats for state employees from 82 agencies and provided additional customized training to individual agencies.
- Working with the Department of Labor and the Department of Social Services, the Community College System completed plans for the Cooperative Work-study and Childcare Program for Temporary Aid for Needy Families (TANF) clients enrolled in workplace credit and non-credit certificate programs while employed part-time.
- The Connecticut Precision Machining Institute (PMI) expanded to include six colleges and secured $2 million in funding for related programs. PMI responded to the long-term training needs of dozens of manufacturers including Pratt & Whitney, Cuno, Tyco, and the Aerospace Components Manufacturers (a cluster of small aerospace suppliers).
- Tunxis Community College, through its Command Institute, provided management training and pre-certification employment training for the Department of Corrections.
- Four community colleges are part of a CBIA Demonstration Project funded with a $2.2 million grant from the Department of Labor to provide training in cooperation with 22 manufacturing companies in precision manufacturing, photonics, and telecommunications manufacturing for incumbent and dislocated workers to relieve the state's shortage of skilled workers in these key areas.

Reducing Waste

- By reconfiguring existing programs, colleges provided students with new certificate programs and options to degree programs, at no additional cost.

- Implementation of Banner management information system modules created additional efficiencies, reducing data entry actions and integrating college data for easier access.
- On going program review and evaluation led to termination of low enrolled degree and certificate programs.

Strategic Planning

The system revised its strategic plan and began work on a strategic support plan. In a process that begins with the colleges' strategic plans, the system plan focuses on these goal areas:

- Best Practices: 21st Century Academic Models:
- Workforce Development:
- Communication:
- Finance/Resource Development.
- Technology:
- Management of Human Resources

Information Reported as Required by State Statute

The System Office developed and implemented innovative programs to create opportunities to achieve the full and fair participation of all protected group members.

- The Minority Fellowship Program, an initiative sponsored jointly by the Board of Trustees and a coalition of professional staff unions, enjoyed another successful year.
- By utilizing part-time employment as a means of gaining experience, additional members of the protected groups were brought on staff.
- The Equal Opportunity Council is developing a Banner Management report that will be an important tool to assist system wide affirmative action officers.
- Diversity Training was initiated throughout the system using consulting services that will ensure continued delivery of training through a train-the-trainer approach.

Names, Locations, and Presidents of the 12 Community Colleges

Asnuntuck CC, Enfield – Harvey S. Irlen
Capital CC, Hartford – Ira H. Rubenzahl
Gateway CC, New Haven – Dorsey Kendrick
Housatonic CC, Bridgeport – Janis Wertz-Hadley
Manchester CC, Manchester – Jonathan M. Daube
Middlesex CC, Middletown – Wilfredo Nieves
Naugatuck Valley CC, Waterbury – Richard L. Sanders
Northwestern CT CC, Winsted – R. Eileen Baccus
Norwalk CC, Norwalk – William H. Schwab
Quinebaug Valley CC, Danielson - Dianne Williams
Three Rivers CC, Norwich - Booker T. DeVaughn, Jr./Grace S. Jones (effective 8/2000)
Tunxis CC, Farmington – Cathryn L. Addy

Members of the Board of Trustees as of June 30, 2001: *Lawrence J. Zollo, Waterbury, chairperson; Murali Atluru, North Haven; Bryan N. Anderson, Milford; Louise S. Berry, Vice Chair, Danielson; Dorothy K. Bowen, Eastford; Reverend David L. Cannon, Preston; C. Charles Chekas, Middlebury; Luis E. Gutierrez, Manchester; William R. Johnson, Glastonbury; Jules Lang, Norwalk; Raymond Rivard, Middlebury; Hector Rodriguez, Bridgeport; Joseph Sloat, Naugatuck; Marie M. Spivey, Secretary, Hartford; Nancy B. Stolfi, Wolcott; Virginia D. Zawoy, Clinton*